



NATIONAL LOUIS
UNIVERSITY

**Illinois School of
Professional Psychology**

Training Manual

2024-2025

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Introduction to Clinical Training

The Illinois School of Professional Psychology at National Louis University, Chicago (ISPP) strives to train ethical, qualified, and competent clinicians who deliver effective assessment, intervention, and consultation services. Therefore, the program requires supervised practical experience directly with a clinical population in a mental health delivery system that occurs within a climate of respect for the client, in accordance with the American Psychological Association Ethical Principles of Psychologists and Code of Conduct ([APA Ethical Code](#)) and in a manner sensitive to issues of diversity and individual differences. In turn, this provides students an opportunity to integrate theoretical and scientific knowledge, clinical technique, and professional values and attitudes necessary to become a competent Health Service Psychologist in Clinical Psychology.

To facilitate this process, training focuses on developing and being evaluated on the 12 competency areas of the program that are designed to be organized, cumulative, sequential, and graded in complexity as the student progresses through their training sequence.

1. Students will critically evaluate the current and evolving body of scholarly literature in psychology and demonstrate knowledge of research methods and the ability to apply this knowledge by completing a clinical research project and disseminating their research findings.
2. Students will demonstrate knowledge of ethical and legal standards, application of ethical decision-making processes, and ethical conduct in professional activities.
3. Students will apply the theoretical and empirical knowledge necessary to address the multidimensionality of human diversity and work effectively with issues of difference.
4. Students will demonstrate self-awareness of the impact of their own social and cultural identities and biases.
5. Students accept responsibility for their own actions, integrate feedback from peers, colleagues, and supervisors in a non-defensive manner, and behave in a professional manner across settings.
6. Students will demonstrate professionalism through clear and effective written and verbal communication.
7. Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well, forming and maintaining productive and respectful relationships with clients, colleagues, supervisors, and other professionals.
8. Students will demonstrate competency in assessment, including knowledge of psychometric theory, and the ability to select, administer, score, and interpret psychological tests. They will show an ability to make appropriate diagnoses and treatment recommendations that consider both personal and cultural client strengths and challenges.

9. Students will demonstrate competency in intervention by developing, applying, and evaluating evidence-based treatment plans that are grounded in a coherent orientation.
10. Students will demonstrate knowledge of supervision models and practices
11. Students will demonstrate knowledge of consultation models and practices, and exhibit respect for the roles and perspectives of other professions.
12. Students will know and apply the scientific bases of psychology, including affective, biological, cognitive, developmental, and social psychology; and they will demonstrate knowledge of the history, and systems of psychology.

Training Resources

The ISPP Training Manual serves as a guide to explain and clarify training, expectations and requirements, the evaluation processes, how to address conflict or concerns, application processes and a calendar of training related due dates. In addition to the training manual, ISPP houses and disseminates information and forms through Tevera, ISPP webpage (ISPP Resource Website), Microsoft Teams (ISPP Teams Training Resources) D2L, and email communication. The Training Department uses students' National Louis University (NLU) email addresses for all email communication. NLU email should not be forwarded to another email address, as this process does not work consistently, and you may miss valuable information. Students must check their NLU email daily and regularly check the other resources listed above for updates and information. As always, if you are uncertain of a requirement or procedure, or are having difficulty at your training site, please contact the ISPP Training Department.

Training Timeline

DATE	TASK OR EVENT	NOTES
Early Fall	Fall classes begin	
September	Guidelines for Diagnostic and Therapy Capstones I and II distributed in seminar groups	
November - December	Diagnostic and Therapy Capstone I case distributed and due approximately 1-2 weeks after distribution	
November - December	Diagnostic and Therapy Capstone I to Department Administrator	Failures or unresolved incompletes by February

		prohibit students from continuing in practicum training
January	Winter classes begin Practicum Applications	
February	Internship Phase I Match Day	
March	Practicum Match Day Internship Phase II Match Day	
March	Diagnostic Capstone II to Seminar Leader	Failures or unresolved incompletes by June prohibit students from beginning Therapy Practicum
March	Psy.D. Therapy Capstone II to Seminar Leader	Failures or unresolved incompletes by June prohibit students from beginning internship
March	M.A. Capstone to Seminar Leader	Failures or unresolved incompletes by June prohibit graduation in October
May	Summer classes begin	
August	Psy.D. Scientific Capstone Exam	

Quality of Training and Site Development

ISPP is committed to maintaining quality training sites that offer a range of experiences working with diverse populations to develop the skills necessary to become a Health Service Psychologist. To maintain quality training, ISPP's Training Directors conduct routine site visits every two years with approved and active practicum sites. The site visit is an opportunity to continue to build a strong relationship with the site, review the training offered, confirm they can meet the requirements of ISPP, provide feedback to the site, and answer any questions a site may have. Site visits may also be conducted when there is a need to address concerns to ensure that quality training can continue. In some circumstances, if issues cannot be effectively resolved, ISPP may choose to discontinue the training relationship with a site.

ISPP's Training Department is also committed to developing new sites to increase the diversity of training sites offered to students. Site visits are conducted for new sites prior to the site becoming approved. The new site must submit the ACEPT Universal Site Form and the curriculum vitas and current licenses of all site supervisors (or the licenses must be verifiable on the Illinois State website). The Training Directors review the submitted materials to ensure that the training site meets the training requirements of ISPP and provides students with quality and favorable training experience. After reviewing written materials, a site visit is conducted, and a determination is made as to whether it will become an approved site. If a student has identified a potential site that has not previously been approved, they are encouraged to reach out to ISPP's Training Department to discuss the potential of the site being approved. Students may not train at a site if the site has not been vetted and approved by ISPP's training department.

Determining Eligibility for Practicum

Eligibility to Apply for Practicum

If a student is placed on academic probation, they are not permitted to apply for practicum. Students may be granted permission to resume applying once they have been reviewed by the Director of Training, the Program Director, Faculty, and have been removed from academic probation. For any exception to this policy, it will be considered on an individual basis and must be approved by the Director of Training, and the Program Director. The Director of Training can delay any student from applying for or beginning a practicum due to academic insufficiency or verified clinical unsuitability as described in the Clinical Suitability and Remediation section of this manual.

PsyD students who have completed a previous Master's program

Master's level practica cannot transfer to or satisfy prerequisites for the doctoral program's practica. If a student transfers from an M.A. program to the Psy.D. program, they must complete all practica requirements for the doctoral program regardless of any M.A. requirements already completed.

International Students

When starting the program, the International Enrollment Department will connect students to International Students and Scholar Services (ISSS). International students should connect and plan to meet with ISPP at National Louis University's, Director of International Student Services. ISSS will coordinate with students to receive a full orientation to The Student and Exchange Visitor Program (SEVP) and school policies and procedures. They can be reached at

isss@nl.edu.

International students are responsible for alerting ISSS of their status. Practica and internship are generally viewed as falling under the rubric of Curricular Practical Training (CPT). Clinical field placements are required and integral to students' program of study, so appropriate permission should be obtained.

Curricular Practical Training (CPT) Form

- Part I- Requires students to fill-out and verify information.
- Part II- Requires verification from our program. For Psy.D. students, this section can be filled out by the Director of Training, Associate Director of Training, or Department Coordinator
- Part III- Requires information from the employer/site. For Psy.D. students this will be the same email offer received on match day or during clearinghouse that gets submitted to training as confirmation of a binding agreement.
- Part IV- Is completed by ISSS.

Eligibility to Start Practicum

Prior to starting practicum, students must have completed a minimum of two semesters of coursework, all practicum prerequisite courses associated with their level of training, be a student in good standing, not be on Academic Probation, maintain a GPA > 3.0/4.0, and be approved by the Training Directors to begin this sequence in their curriculum. Students should consult their program handbook on the [ISPP Resource Website](#) for the year they entered their program to determine if any additional requirements are necessary for their specific level of training. Questions about practica requirements can be directed to the Training Department.

Applying for Practicum

ISPP is a member of the Association of Chicagoland Externship Practica and Training ([ACCEPT CHICAGO](#)) The goal of ACCEPT is to create an ethical and organized process for the practicum application in the Chicagoland area, create opportunities for community building, offer a practicum fair and an annual conference, and hold student financial need lottery a few times a year. Being a member of ACCEPT means that ISPP students apply for practicum in accordance with the guidelines determined by ACCEPT.

The practicum search preparation process begins in the Fall semester (usually in October). During this time, information is communicated via email, in seminar, and in pro-group to provide an overview of the timeline, requirements, and considerations for applying. Concurrently, the Training Department reaches out to approved and active practicum sites for

updated information about their training. It is important to remember that while the Training Department makes a concerted effort to obtain updated information, we cannot guarantee that all sites will communicate updates or changes to their training program in a timely fashion or at all.

Expectations for the Practicum Application Process

Correspondence: To support and assist students successfully securing a practicum position, they must remain in active communication with the Training Department throughout the entire process. The Training Department will provide important information about meetings, deadlines, changes in site information/status, and process directions/requirements.

Deadlines: Students must take several steps to participate in the practicum search process, as well as many pertinent deadlines set by ISPP and ACEPT. Completing all necessary paperwork and tasks by the posted deadline demonstrates your readiness and professionalism. In turn, this maintains your status in the practicum search process. Students who fail to meet the deadlines may be referred to SPDC.

Flexibility: It is important to be flexible with the practicum search process and to know that it is unlikely that the entire process will run 100% smoothly. Therefore, being flexible and proactive will help you weather the bumps that will inherently come in this process.

Adherence to ACEPT Guidelines: During the search process it is expected that all students searching for a practicum will abide by the search guidelines set forth by ACEPT (ACEPT CHICAGO). It is your responsibility to familiarize yourself with the ACEPT guidelines. Failure to follow the ACEPT guidelines may result in a referral to SPDC.

Etiquette: As a practicum applicant, you represent yourself, ISPP, and the larger body of doctoral level graduate school students. Positive impressions go a long way, while negative impressions will undermine your candidacy, as well as the reputation of ISPP. Professional etiquette includes but is not limited to:

- Submitting all forms and materials to ISPP's Training Department and practicum training sites in a polished, organized, timely, and professional manner
- Professionally and politely interacting with everyone involved in the practicum search process
- Accurately representing yourself both in written materials and in person
- Attending all interviews that you schedule
- Respond promptly and professionally to requests for information or additional contact.

Overview of the Process

CV and Sample Cover Letter: All students applying for practicum must upload their CV and a Sample Cover Letter written to a specific site in Tevera by due date indicated in the training calendar located in the Microsoft Teams at [ISPP Training Resources](#). Students applying for practicum for the first time will automatically have their CV and Sample Cover Letter reviewed by one of the Training Directors. Students applying for therapy and advanced practicum will not automatically have their CV and Sample Cover Letter reviewed and will need to specifically request for it to be reviewed.

Reviewing Sites: Students should first begin by reviewing the available sites housed in Tevera that correspond to their level of training. The site information in Tevera includes general site information/requirements, training activities offered, populations served, locations, and supervisors' names. Students are also encouraged to review the training site's website to gather additional information. Moreover, a link to previous students' ratings (SPAR), if available, will be provided. This will provide a general overview of the previous student(s) experience at the site. Students may also contact fellow students who trained at sites of interest in previous years to discuss their experiences. Students must review all the information available about a site to determine the goodness of fit with your interests and goals for training. Students are prohibited from contacting sites directly during this phase of the process. If you have a question about any sites, please contact the Training Department.

The Clinical Psychology program values variation in training experiences that expose students to diverse populations, supervisors, theoretical orientations and organizational settings. It is important for students to complete a well-rounded set of training experiences as part of their graduate education. Different settings present different challenges to students, which foster their professional growth and development. Moreover, ISPP strongly encourages students to complete their training in settings that provide them with opportunities to work with diverse populations. It is essential that students work with people who are different from themselves (e.g. race, ethnicity, disability, sexual orientation, etc.) in a supervised setting where they can learn the skills, knowledge and attitudes necessary to practice as a competent clinician.

“Out of Town” Practicum: Students at the diagnostic and therapy practicum level cannot train at a site that is “out of town” as defined by not being within driving distance to ISPP and would preclude them from attending seminars in person during the week. In rare and unusual circumstances, a student applying for advanced practicum may petition for an “out-of-town practicum”. To receive approval for such an arrangement, the student must petition the Training Department and set forth the reasons that there is no viable alternative to the student conducting their training out of town. The Training Department will then consult with the Program Director and decide whether to grant the exception. If

approved, the Training Department will ensure that the “out-of-town” site meets all the criteria for ISPP affiliated practica. The Training Department will maintain contact with the training site through telephone/Zoom contact during the training year.

Meetings: Students applying to practicum for the first time must meet individually with one of the Training Directors for guidance through the site selection and application process. Students applying for therapy or advanced practicum are not required to meet individually with one of the Training Directors but are strongly encouraged to schedule a meeting to discuss their goals and sites and how this may influence their internship search in the future.

ACEPT Practicum Fair: ACEPT organizes a virtual practicum fair, typically held in late November/Early December, as an opportunity to meet site representatives and learn more about the training sites in attendance. Students are strongly encouraged to attend. Please note that not all practicum sites on ISPP list attend the practicum fair and not all sites who attend the practicum fair are on ISPP’s list. If there is a site you meet at the practicum fair that is not on ISPP’s site list, please contact the Training Department to discuss.

Submitting a Site List: In Tevera, students must submit at least 8 sites that correspond to their level of training by the date communicated by training. Students are encouraged to apply to between 8-12 sites to increase the likelihood of potential interview offers. Failure to submit your site list on time will delay getting your site list approved. When selecting sites, it is important to consider your training goals, interests, and the level of competitiveness of the site. Competitiveness of a site is not necessarily an accurate measure of training quality; rather name recognition, geographic location, accessibility, and the number of applications that a site is willing to receive can influence competitiveness level. Therefore, we recommend being flexible in terms of location and type of setting. If you have questions regarding the site's level of competitiveness, please contact Directors of Training.

Following is Prohibited:

- Students are prohibited from completing training at the same site two years in a row. The only exceptions to this policy include unusual situations in which a student is technically at the same site but can perform completely different duties within a different department and under a different supervisor. For example, a student may be permitted to complete practica two years in a row at a large VA where they complete one practicum in a substance abuse unit and the other in the primary care unit and with different primary supervisors. Students must get written permission from the Training Department to stay at the same site prior to agreeing to stay on at the same site with the supervisor.
- Students are prohibited from completing all three practica (dx, tx, and adv) in private practices. It is important to diversify the type for settings to get both

depth and breadth of experience.

- Students are prohibited from training at a site that only offers Telehealth Services and there are not opportunities for in person direct service.
- Students are prohibited from training at their current/former place of employment or their own private practice. This policy is driven by several concerns. First, students must receive a diversity of clinical training experiences to foster professional growth. Students should be exposed to a training experience that is different from their previous work experience. Secondly, there is potential for role conflict and confusion when a student is also an employee or even a former employee. There is no exception for current employers or personal private practices. On very rare occasions, the Training Department may approve students to train at former employer when the student provides clear documentation that the training is being done with a different clinical population, in a different work setting, and with supervisors who have had no prior relationship to the student. In addition, the student must demonstrate that this is a unique training experience that could not be obtained elsewhere. Students must petition the Training Department for this exception for former employers and may not do so until after the ACCEPT Practicum Notification Day.

Early Application Sites: Some Academic Hospital Based sites, Hospital Based neuropsychology sites, and VA settings often have earlier application due dates. Please note that not all sites that offer neuropsychological testing are approved as early application sites. Students with a particular interest in these settings should review sites and deadlines early to account for specific timelines outside of ACCEPT. Students need to be approved by the Training Department to apply to these sites. The early application request form can be found on Tevera.

Policy on Training Sites with Creedal Statements: Some sites restrict their trainee applicant pool based upon race, age, gender, disability, ethnic or racial background, religious affiliation, or sexual orientation. Because ISPP strongly endorses a non-discrimination policy, sites are likewise expected to conduct their selection and training in a non-discriminatory manner unless they have compelling legal and/or therapeutic reasons for doing so. Sites that utilize discriminatory creedal statements must notify the school of this and clarify rationales for such policies. Such sites are only approved if adequate rationales exist, and this information will be clearly noted in the practicum placement literature kept in Tevera.

Legitimate rationales for the use of creedal statements typically fall into one of the two following categories:

A site serves a specific clientele who have special needs or share unique problem areas. For example:

- A shelter for battered women may only utilize female counselors
- A program mentoring African American boys may only use African American male counselors
- A program serving ethnic immigrant populations may prefer counselors who have similar ethnic and/or immigration experiences

Sites may exercise a legal right to restrict their applicant pool. For example:

- Some government agencies and branches of the armed forces may apply selection restrictions supported by law
- Religiously oriented programs may legally restrict hiring based on religious affiliation

If a student believes that they have experienced discrimination or harassment at their training site or during the interview process, they should discuss it with one of the Directors of Training. If incidents of discrimination or harassment occurs, the Training Department acts consistent with Legal and Professional Standards (Title IX and APA ethical standards, including possible reports to professional organizations (e.g., APA, APPIC, Department of Professional Regulation, Title IX office etc.),

Site Approval: The Training Department reviews the lists submitted by the students for approval via Tevera. The Training Department approval is necessary as it ensures an appropriate “match” between students’ interests, training needs, and level of experience and sites’ training opportunities, expectations, and requirements. Furthermore, some sites limit the number of applications they wish to receive from ISPP, and the Training Directors may therefore restrict the applicant pool to those sites. Students may not apply to sites to which they have not been approved. Students who are approved for less than 8 sites will be given an opportunity to add sites to build their list up to 12 sites.

Preparing Application Materials: Each site will require different application materials, and it is your responsibility to include all materials necessary in your application. Do not send more materials than what the site requested. Typical application materials may include CV, Cover Letter, Letters of Recommendation, Transcripts (unless specified you may send unofficial transcript), Letter of Eligibility, and a Writing Sample. If a site states that a background check or drug screen is required, you will not submit these during the application process. Instead, the site is informing you that your placement at the site is tentative until you pass a background check and/or drug screen prior to starting practicum. All materials that are sent to sites must be polished and professional.

Application Process: Students should follow the directions from the site on how to apply. Most

sites request electronic applications via their own submission portal or email, however, there are still a small number of sites that require you to mail a physical application to them. Students who are submitting electronic applications should PDF their materials.

- ACCEPT and Non-ACCEPT Site Applications: ISPP's site list contains sites that are both ACCEPT and Non-ACCEPT member sites. Students applying to ACCEPT and Non-ACCEPT are required to follow the ACCEPT Timeline. Students may not go outside of The ACCEPT timeline without explicit written permission from the training department.
- Early Site's Applications: Students approved to apply to sites designated as early application sites should follow the directions for submitting application and have their materials ready by the early due dates.

Interviews: Sites who wish to interview a student will contact them either via phone or email directly and arrange a day and time for the interview. Students may not contact the site to ask about the status of their application. Sites typically have 5-6 weeks to conduct interviews, some sites will arrange interviews right away and others will wait until later in the process. The format and length of the interview will vary as well. Some sites may require an in-person interview while others may conduct virtual interviews. The length may be anywhere from 30 minutes to 1+ hours. Please be flexible when working with sites to schedule your interviews. Additionally, students are expected to attend all interviews that they schedule. In cases of emergency, the student needs to contact the site and ISPP's Training Director as soon as possible to discuss. Students who receive two or fewer interviews must contact one of the Training Directors to discuss additional site options by the date indicated in the practicum search timeline located in ISPP Training Resources. If students demonstrate issues with professionalism at any point in the process, they may be referred to SPDC.

Practicum Match Process: Students may not accept a practicum offer until Practicum Match Day. The exception is for students approved to apply to the early sites, they may accept a site prior to Match Day. If an ACCEPT or Non-ACCEPT site has made your offer prior to match day let the site know that your school is an ACCEPT member, and you cannot accept an offer prior to match day without the permission of your school's Training Directors. Then you will follow up with ISPP Training Directors for guidance. Please see the ACCEPT Guidelines for a more detailed explanation: Practicum Guidelines – ACCEPT CHICAGO

- **Pre-Notification Day:** Sites can send an e-mail to the students they interviewed to tell them their status: no longer under consideration, an alternate, or that they will be made an offer on match day. Pre-notification day is to give the students the weekend to consider their options prior to match day. Please be aware that not all sites with whom you interviewed will send a pre-notification. If you do not receive a pre-

notification from a site, it is still possible that you may still hear from the site on match day. Students may respond to the pre-notification emails with a brief message that confirms receipt and thank them for the information. Students may not accept a site on pre-notification day. However, they may decline a site if you know that you will select another offer on Match Day. If you know by the end of pre-notification that you are no longer under consideration from all of the sites with whom you interviewed, please contact one of the Training Directors.

- **Match Day:** Match Day will begin at 9:00 a.m. on the date listed on the ACCEPT Timeline. Starting at 9:00 a.m. sites may send students an e-mail making them a formal offer (students may not accept an offer prior to 9:00 a.m.). Students will have a set time limit to either accept, decline, or hold the site's offer (please see ACCEPT Practicum Guidelines for more information on the hold process Practicum Guidelines – ACCEPT CHICAGO). If the site has not heard from you, once the period has passed, the site may revoke the offer and move onto the next person on their list. Once an offer has been accepted in writing, please email the offer and acceptance response to the training coordinator. Electronic (e-mail) and verbal acceptance of an offer executes a binding contractual agreement between ISPP, the practicum site, and the student. **The contract may only be withdrawn under special circumstances and requires the full endorsement of all parties. In such instances, students must contact one of ISPP Training Directors before discussing a potential withdrawal with their practicum site.**
- **Clearing House:** The clearinghouse is an opportunity for students who did not receive an offer on match day to apply to additional sites and secure a placement. There are many excellent sites and students that participate in clearinghouse, and it is not a reflection of the quality of training or the quality of a candidate. Students who need to participate in the clearing house must contact the Training Department for individualized assistance and for approval of additional sites to which they can apply. The Training Department will work individually with students to help them secure placement through the "Clearinghouse." Students must secure placement by the Add/Drop Deadline for fall semester courses, so that they can be registered for Practicum Seminar. Inability to obtain placement by this date will result in the student's practicum being delayed by one year.

Getting Started on Practicum

Eligibility to Begin Practicum

- Successfully complete all required practicum prerequisite course with B or better (or Pass for Pass/Fail classes)
- Complete all previous practicum Tevera Paperwork
- Be in good Academic Standing
- Not Currently Academic Probation
 - A student on academic probation, at the time their practicum is scheduled to start, should contact the Training Department to discuss their eligibility.

Connecting Site and Supervisor in Tevera

The training coordinator will send instructions before practicum starts to facilitate the site placement in Tevera. Students will need to follow the instructions to connect their matched site and supervisor to their Tevera account.

Start Dates

Practicum Training may not begin prior to July 1st although students are able to engage in on-boarding or orientation training prior to July 1st, if required by site.

Accommodations

If a student with disabilities needs accommodations to complete the instructor's course requirements the student must contact the Center for Student Accessibility Resources at ADA@NL.edu to work with a Learning Support Specialist and ADA/Section 504 Coordinator. The procedure for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

Students will be notified by the Center for Student Accessibility Resources (CSAR@nl.edu) , in writing via a designated form, when each request for accommodation is approved or denied. It is the student's responsibility to present the form (at his or her discretion) to the instructor to receive the requested accommodation. To protect student privacy, the ADA coordinator will not discuss the accommodation needs of any student with instructors or supervisors.

Notification of Rights Under FERPA

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. In coordination between the Training Department and training site supervisors it should be noted that sites and

supervisors have a legitimate educational interest in a student's growth as well as an ethical responsibility for client care. Through the binding contract of a training agreement, sites are directly connected to ISPP and supervisors play a role in evaluating students in the delivery of direct services. Therefore, certain information regarding the student's performance in the program and at the site may be discussed between the Training Department and site supervisors.

Background Checks and Drug Screens

Before practicum training starts, some sites may require a background check and/or drug screen. The screens are usually completed after an offer is made and before training begins. Typically, sites cover the costs, however, some do not. Your placement at the site is tentative until you pass these screens. If you do not pass the background check and/or drug screens the site may rescind their offer. Students who fail to pass the background check and/or drug screen will be reviewed by the SPDC.

Students should be aware that while recreational and prescription marijuana use is legal in Illinois, employers and training sites can prohibit trainees (and rescind offers for a failed drug screen) from marijuana use as part of their terms of employment or terms of training. Students should be familiar with the drug screening policies of their training sites. Should students complete or accept an offer to train out of state, they will be subject to the laws of that state regarding marijuana use (even if they have a valid prescription from a licensed Illinois prescriber). If students have a prescription for marijuana use and have accepted an approved out-of-state training, they are strongly to speak with the Human Resources Department at the site regarding the legality of their prescription and the site's policies around marijuana use.

Vaccinations

Prior to the start of training sites may require proof of vaccinations. It is the student's responsibility to make sure all vaccinations are up to date and provide the site with the requested documentation. The Training Department does not collect or store proof of vaccination, sites should coordinate this directly with students. If you qualify for a medical or religious exemption, the student must work directly with the site to discuss the accommodation.

Professional Liability Insurance

National Louis University, Chicago provides professional liability insurance to all students involved in school sanctioned clinical training. Students must remain active, i.e.

enrolled in courses, to be covered by the school's liability insurance. The liability insurance does not cover non-school sanctioned training, employment, or volunteer activities. Tuition for school sanctioned clinical training covers the cost for this insurance. Please note that some sites require that students demonstrate proof of malpractice coverage.

Stipend for Practicum

ISPP permits students to receive a stipend for practicum. The stipend must be a pre-determined amount and paid directly to the student. Students may not be paid based on fee for service. The student and site should consult with their accountant or tax expert to determine if there will be any implication for taxes.

Practicum Training Agreement

Within the first two weeks of starting practicum students and their supervisors must complete the Practicum Training Agreement Form in Tevera. This contract identifies the student, site, supervisors, start and end date, days and times of required attendance, requirements of the practicum, and amount of supervision, etc. The form will then be signed by the student, site supervisor, and one of the Training Directors. Failure to complete the Practicum Training Agreement may result in being removed from the practicum site and receiving no credit for the practicum experience.

If modifications to the Practicum Training Agreement are needed during the training year, the student and the site should contact the Training Department to discuss the changes. Students wishing to extend a practicum beyond the original date specified in the Practicum Agreement must get written approval from the Training Department and modify the Practicum Agreement to reflect the new end date. If approved, the student will still be covered under National Louis University, Chicago's malpractice insurance. At the end of the training experience, the student must complete all required paperwork for the training year. The extended practicum cannot last beyond the start of the next Fall Semester.

Requirements of Practicum

Supervision Requirements

- Diagnostic practicum students must have the minimum amount of required supervision (2 hours) in-person. One hour must be with a Licensed Clinical Psychologist and the other with either a Licensed Clinical Psychologist or other allied mental health professional (i.e. post-doc, master's level clinician, psychiatrist, or social worker)

- Therapy, and Advanced practicum students are required to have a minimum of one hour of in person individual supervision (face to face) per-week with a Licensed Clinical Psychologist
- Therapy, and Advanced practicum students are also required to have a second hour of supervision which can be individual or group supervision with either a Licensed Clinical Psychologist or other allied mental health professional (i.e. post-doc, master's level clinical, psychiatrist, or social worker). This second hour can be virtual supervision, as long as the above requirements (16 hour minimum on-site, establishment of the supervisory relationship in person, and training on the use of telehealth and tele-supervision practices) are met.
- Diagnostic, Therapy and Advanced practicum supervisors are required to complete direct observation a minimum of twice during the training year. (i.e. direct observation in the room, on camera, audio/video review, through one-way-mirror, co-conducting therapy/assessment, or video recording of the student providing services).
- Students are not permitted to pay for their supervision.

Practicum Requirements

- Diagnostic, Therapy, and Advanced practicum must be a minimum of 9 consecutive months and no longer than 12 months. Externs wanting to extend beyond 12 months will need to be approved by the site and ISPP's Directors of Training.
- Diagnostic, Therapy, and Advanced Externs must be on site (in person) a minimum of 16 hours a week and no more than 24 hours per week.
- If externs have met their 16 hours per-week in-person, the site may allow them to work remotely up to 24 hours per-week. Between in-person and remote work, students should not exceed 24 hours per-week for practicum (including scoring, report writing, documentation).
- Externs may conduct Telehealth, but they must have a mixture of both in person and telehealth clients. A minimum of 25% of student's direct hours should be in person appointments vs virtual appointments (strongly encouraging for more). Supervisors should reach out to the Training Department if the site cannot meet this requirement.
- Students are obligated to meet the hour and month requirements of the site as stipulated in the training agreement, even if they have already met the minimum for the program. Failure to meet the minimum month and hour requirements for both ISPP and the site may result in not passing practicum and practicum seminar.

- Students may not withdraw from or leave a practicum site early without written permission from the Training Department. Students who are considering resignation from a practicum site should first consult with the Training Department before resigning. This meeting will help students understand and carefully consider how changing sites can delay graduation and/or additional information that may be beneficial in including with internship materials, to justify incompleteness of a training agreement and having multiple sites for any given training year.

Hour Summary

Program	Type of Practica	Minimal Hours
Psy.D.	Diagnostic	500 total – 100 face-to-face and 8 integrated batteries
Psy.D.	Therapy	600 total – 50-60% FTF hrs (e.g. 300-360 FTF if total was 600 and, on average, 8-12 face to face intervention hours per-week)
Psy.D.	Advanced	600 total – 40-60% FTF hrs (e.g. 240-360 FTF if total was 600)

PsyD Diagnostic Practicum

The primary goal for the diagnostic training year is the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological testing instruments.

Required Hours: 500 total hours and 100 face to face assessment hours

Length: Minimum of 9 consecutive months with a maximum of 12 months

Required Assessment Reports/Batteries: 8

Diagnostic practicum sites must permit opportunities to:

- Facilitate or co-facilitate direct initial/diagnostic interviews of actual patients (with the ability for audio and/or video recording for Capstone II). Trainees must obtain written consent prior to recording.
- Conduct collateral interviews with pertinent informants when necessary
- Provide psychological testing with a variety of recognized instruments (preferably a mixture objective, projective, intellectual, forensic, and neuropsychological measures) according to the population which the practicum serves
- Facilitate or co-facilitate feedback sessions with actual clients and/or guardians
- Complete 8 integrated assessments: The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least two psychological tests from two or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. In addition, to be counted as an integrated battery the trainee must have written the report (it does not need to be the one that went to the client), either facilitated or co-facilitated the initial/diagnostic

interview and either facilitated or co-facilitated the feedback session.

At times trainees who are thriving in diagnostic work and on track to meet minimal integrated assessment batteries needed, may be afforded the opportunity to work with 1-2 therapy cases (low acuity as determined by each site). It should be noted that this should be OPTIONAL for the trainee, based on comfort level, and again a case-by-case opportunity later in the year. Most trainees at this stage have not had foundational theory courses. Diagnostic Seminars also have a focus and consultation space for diagnostic cases only. Given that this is not a typical or required component of diagnostic practicum, supervisors should plan to provide additional support and supervision when this privilege is granted (minimum of an additional 30 minutes of weekly supervision per therapy case.) More appropriate opportunities for therapy exposure at this stage would be co-leading group therapy, preferably with a supervisor or with a more advanced clinician/trainee. Trainees at this stage should not be leading therapy groups alone or with another diagnostic level trainee.

PsyD Therapy Practicum

Focuses upon the acquisition, integration, expansion, and refinement of therapeutic intervention skills. Direct service activities for therapy practicum may include individual, group, couples, or family therapy, intakes, milieu therapy, case management etc. while the remaining hours are spent in supervision, support service activities, and didactic training. Trainees on therapy practicum cannot spend more than 5% of their total time conducting diagnostic or neuropsychological assessments (e.g. 600 total hours would be no more than 30 hours of assessment)

Required Hours: 600 total hours and 50-60% of their total time should be face to face intervention hours with clients (300 face to face intervention hours out of 600 and on average 8-12 face to face intervention hours per-week)

Length: Minimum of 9 consecutive months with a maximum of 12 months

Therapy practicum sites must permit opportunities to:

- Conduct intake interviews
- Perform ongoing individual, couples, family, milieu, and/or group psychotherapy/counseling with actual clients (with the ability for audio and/or video recording for on-site supervision and seminar presentations)
- Participate in interdisciplinary treatment planning and/or case management/consultation
- Participate in or conduct outcome measurement to assess effectiveness of treatment

PsyD Advanced Practicum

Focuses on continuing to build the trainees' theoretical orientation and comfort with clinical skills. The advanced practicum sites can provide a variety of advanced training opportunities in therapy, testing, or a combination of both.

Required Hours: 600 total hours and 40-60% of their total time should be face to face direct service with clients (can be intervention, assessment, or a combination of both)

Length: Minimum of 9 consecutive months with a maximum of 12 months

- Advanced practicum sites must permit opportunities to:
 - Participate in interprofessional treatment planning and/or case management whenever possible.
 - Perform ongoing individual psychotherapy/counseling and/or psychological assessments with actual clients.

Supplemental Practicum

Before starting a supplemental practicum, the student must meet with one of the Directors of Training to discuss their eligibility and get written approval of the training site and activities. The student will then be provided with written notification if they are approved to proceed with the supplemental training.

Supplemental Practicum are opportunities to supplement the primary training of diagnostic, therapy, and advanced practicum. Only students who are actively enrolled in a primary practicum (dx, tx, adv) may be considered for a supplemental practicum.

The combination of the supplemental training and the primary practicum may not exceed 28 hours per week. For example, if your primary practicum requires 20 hours per-week then your supplemental practicum cannot be no more than 8 hours per-week. The number of weeks/months required is flexible and can be determined between the site and the student, however, a supplemental practicum cannot exceed 12 months. Students and the site supervisor must complete a Practicum Agreement, Hours Log and receive a final evaluation if less than 6 months and a mid-year and final evaluation if more than 6 months. The student must also receive a minimum of 1 hour of individual supervision with a Licensed Clinical Psychologist if the supplemental is less than 15 hours per-week. If more than 15 hours per-week they will be required to have two hours of individual supervision with a Licensed Clinical Psychologist.

Students who are not currently enrolled in a primary practicum (dx, tx, adv) are not eligible for a supplemental practicum. For example, if a student who entered prior to the Fall 2023 decides not to complete an advanced practicum they would not be allowed to participate in a supplemental practicum during the year they would have typically been on advanced practicum. Exceptions to this include if a student has already completed a diagnostic, therapy, and advanced practicum and wish to gain additional experience, if SPDC require a

supplemental training, or the student did not meet their required hours during their primary practicum. In these cases, students may need to identify a faculty member who is willing to meet with them regularly, at least once every two weeks, to assume the oversight function during the supplemental practicum. They will also need to register for a supplemental practicum, which will not be covered by financial aid and will need to be paid out of pocket.

Hour Requirement to Apply for Internship

Students in the 5+ Year Track: By October 1st, of the year applying for internship, students must have 100 face-to-face Assessment hours and 400 Face-to-Face Intervention Hours that were obtained at program sanctioned doctoral level practica training. If students have not met these criteria, they will not be eligible to apply during that cycle (please see the eligibility requirements to apply for in Internship Search and Internship section of this manual and in the Internship Search Manual. ([ISPP Training Resources](#)))

Advanced practica was optional for cohorts that started prior to the Fall 2023, therefore, if you are not completing an advanced practicum you will need to obtain 400 Face to Face intervention hours and 100 Assessment Hours by the time you finish therapy practicum to meet this eligibility requirement to apply for internship (please see the eligibility requirements to apply for internship in Internship Search and Internship section of this manual the Internship Search Manual at [ISPP Training Resources](#). If a student has not met these criteria, they will not be eligible to apply during that application cycle.

Students approved by the program to be on the 4 year track: By October 1st of the year applying for internship students must, have 100 face-to-face Assessment hours and 150 Face-to-Face Intervention Hours obtained at program sanctioned doctoral level practicum trainings plus a minimum of 250 face- to-face intervention hours obtained at a master's level practicum or internship. If students have not met these criteria, they will not be eligible to apply during that cycle. at the end of this document for more information about qualifications such as Face-to-Face Intervention and Assessment hours). For students approved to complete the program in 4 years that did not complete a master's level practicum or internship they will need to meet the 400 face to face intervention and 100 face to face assessment through their program sanctioned doctoral level practica training to meet this eligibility requirement to apply for internship.

To be competitive for internship applications, the Training Department highly recommends Psy.D. students aim for obtaining at least between 500-600 intervention face-to-face hours and 10-12 or more integrated batteries and a minimum of 100 face-to-face assessment face to face hours) before applying for pre- doctoral internship to meet the average application requirements of internship sites.

Practicum Professionalism and Responsibilities

ISPP expects its students to behave legally, ethically, and professionally during all phases of their education and training placements. As such, students must possess and apply a working knowledge of the APA's Ethical Principles of Psychologists and Code of Ethics (2017) APA Ethics Code. They should also be familiar with the Illinois Mental Health and Developmental Disabilities Code Mental Health and Developmental Disabilities Code, Illinois Department on Aging What Professionals Need to Know, Illinois Department of Child and Family Services Manual for Mandated Reporters.

The following are examples of illegal, unethical, and/or inappropriate behavior *:

- Acting in a manner inconsistent with ethical or legal guidelines
- Failure to follow ISPP's training guidelines
- Failure to appear for scheduled practicum requirements or responsibilities without approval or proper notification
- Taking vacation or personal time without approval. It is expected that students will discuss the need for personal time due to vacations, religious holidays, etc. at the beginning of practicum while negotiating their Training Agreement with the site.
- Recording a client without a properly executed consent and release of information
- Removal or private use of practicum site property without permission
- Violating patient confidentiality (e.g., playing a session tape to anyone not included in the consent form, failure to redact personally identifiable information from written or taped materials before seminar presentation, etc.)
- Failure to report a known or suspected incidence of child abuse or neglect or elder abuse
- Withdrawing from a practicum or internship for any reason without explicit written permission from the Training Directors, site, and in the case of internship APPIC
- Accepting a practicum or internship and then turning it down for an offer made from another site

*This is not an exhaustive list, and it is at the discretion of the program and training site to determine if the behaviors are unethical/illegal/inappropriate.

Policy Regarding Students engaging in Clinical Work Outside of Practicum

ISPP expects its students to conduct themselves in an ethical and legal manner. It is both illegal and unethical for students (or any clinician) to practice outside the scope of their professional training, licensure, and qualifications. Therefore, ISPP specifically restricts all matriculating students from engaging in private practice activities (i.e., for-profit delivery of therapy or counseling services) unless qualified and licensed to render such services.

Students who hold a current registration, certificate, or license by the appropriate state regulatory agency in which the delivery of service takes place may legally and ethically practice independently in their area of expertise. For example, a student possessing a clinical social worker license (LCSW) can provide psychotherapy in a private practice setting, though it would be unethical and illegal for this student to provide psychological testing services to the public.

Supervisor Authority

On practicum, students will be supervised an appropriately credential and licensed individual who retains legal and ethical responsibility for the practicum student's direct work and actions with students/clients. At times, you may disagree with your supervisor's judgment or guidance. However, because they are responsible for your actions, you must follow their guidance on all your direct service and administrative activities. Failure to do so may lead to a referral to the SPDC. If you have concerns with your supervisor or have identified a legal or ethical concern, please, consult with ISPP's Training Department.

Technology and Protecting Confidentiality

Students have responsibility for protecting the confidentiality of client information. Failure to do so can lead to remediation or termination by the training site and referral to SPDC. The most common considerations include:

- Password protecting your phone, tablet, or computer if you have an agency- issued email account that you've associated with it.
- Password protecting your phone, tablet, or computer if you have any agency client data stored on it.
- Password protecting and encrypting flash drives used to transport any client information

Communication with Clients Outside of Practicum

ISPP at NLU does not recommend that students provide their personal cell phones or e-mail addresses to clients. Providing your personal number or e-mail could have implications related to liability, ethics, treatment, and safety for you and the client. If your site does not provide a landline or voicemail for your use during your training year, it is recommended that students set up a Google Voice account. For more information on HIPAA complaint Google Voice please see the following website: [google voice](#)

ISPP also prohibits students from connecting with clients on social networking sites such as Facebook, Instagram, LinkedIn, etc., as this creates potential ethical, liability, treatment, and safety issues for yourself and the client. Additionally, students must not post information about clients, testing data, or personal reactions or experiences in therapy sessions (even if it is de-

identified) on any social media.

Home Visit Policies

ISPP supports our students in gaining experience in conducting home visits while on practicum. To ensure students are properly prepared for such practices, sites must meet the following requirements.

- Training sites are expected to provide adequate training to students on conducting home visits.
- Training sites should have written policies and procedures outlining guidelines for conducting home visits provided to students at the onset of the practicum training year.
- Students should be well informed about safety policies and procedures should an emergency occur while on a home visit.
- Students must shadow a clinician with experience with home visits three times before conducting them independently.

Practicum Attendance Policy

Attendance is required at all practicum training (i.e., diagnostic, therapy, and advanced therapy practica) to ensure continuity of care to patients, and to maintain professional responsibilities to their supervisors. Students are required to be onsite for their scheduled training days/times. If a student needs to be absent from a scheduled training day, they are required to communicate directly to their supervisor about the absence and seek permission to be away from the site that day. Site supervisors may require make-up days. Students are also expected to attend their practicum during the university breaks. Multiple absences from a training site may lead to a referral to the SPDC and possible remediation or failure of the practicum.

Time Away from Practicum

Vacation Time: Students must discuss with their practicum supervisors, at the start of practicum, vacation time awarded (if any) and the procedure for requesting time off for vacation. Students should document all time off requests in writing.

Sick: Students must discuss with their practicum supervisor, at the beginning of practicum, sick time and the procedures for requesting a sick day. If a student needs to take a day off of practicum it is their responsibility to notify their site and follow procedures.

Internship Interviews: Students applying for internship must discuss with their supervisor, at the start of practicum and once offered interviews, the procedure for taking time off to attend internship interviews. It is the student's responsibility to request the time off as soon as they know about an interview and make arrangements for canceling and rescheduling all client appointments (or follow the site's procedure around this). Students should confirm in writing that

they have been approved for time away from practicum.

Practicum Interview: Students applying from practicum should try to schedule all practicum interviews on days they do not attend practicum. If this cannot be avoided, students should inform their supervisor as soon as the interview is offered that they wish to take time off. Students are responsible for canceling and rescheduling all client appointments, unless the site directs another process. Finally, students should obtain in writing confirmation that they have been approved for time off and arrange to have their clients rescheduled or follow the procedures directed by their site.

Medical or Family: If medical or family issues arise during the training year students must communicate directly with their supervisor their wish to take time off. The site may or may not be able to grant such a request. The site supervisor and the student must document how much time off has been granted. Students should also make the appropriate arrangements for canceling and rescheduling clients or to follow the procedures directed by their site. Additionally, the student should communicate with ISPP's Training Department and seminar leader to let them know that they will be absent from practicum and seminar and arrange to make up any missed course work. Depending upon the amount of time away from practicum the student may be expected to extend the end date of the practicum or make up missed days during the remaining time of the practicum assignment. If the time away impacts the student's ability to meet the training requirements they may be instructed to withdraw from practicum and repeat the training level and corresponding seminar the following year.

Leave of Absence (LOA)

Students who need to take a Leave of Absence before completing a practicum must meet with the Director of Training and Program Chair to discuss the policies and procedures for requesting a leave of absence.

Returning from Leave of Absence

When returning from a Leave of Absence you will need to follow the steps indicated in the program handbook ([ISPP Resource Website](#)). In addition, you will need to reach out to the Director of Training to determine if you are eligible to engage in clinical training and to discuss next steps. If the practicum training year prior to the LOA was not completed the student will need to repeat the entire training year, including seminar. For example, if a student left during the Winter semester of their 3rd year during their therapy practicum, they will need to repeat the entire therapy practicum sequence and therapy seminar. This is required because all practicum and practicum seminars must be completed consecutively in the same training year.

Practicum Seminar

The onsite practicum training and the practicum seminar are concurrent, sequential and uninterrupted. Therefore, all students who are enrolled in a practicum must concurrently be enrolled in a weekly seminar led by an ISPP faculty member. Practicum and Seminar combined carries two credit hours per semester for the Fall, Winter, and Summer terms. The practicum and the seminar combine for six credit hours for the academic year for Diagnostic and Therapy practicum. Advanced practicum has three credit hours for the academic year (Fall, Winter, Summer) Students register for practicum in the Fall, Winter, and Summer semesters.

Students are assigned to a seminar based on the selection process coordinated by the Program Director and Program Administrator. Students will not be assigned to a seminar with an ISPP faculty member who may also be their site supervisor for the upcoming training year. The content of the seminar varies according to the practicum sites represented and reflects the specialties of the seminar leader. The seminar leader is responsible for providing advisement and guidance to seminar members on their professional development and completion of practicum requirements for the year. Seminar leaders will also be available to students in their seminar to discuss any concerns or difficulties a student might experience at their site and provide feedback and problem-solving strategies to address them.

The time spent in seminar (class time) does not count towards total practicum hours and do not count as supervision. Additionally, students must pass both the practicum and seminar to receive credit. Failure to pass one or both will result in an SPDC referral, and the student will need to repeat the entire training year and seminar course.

Presenting Case Material

Students must present assessment and treatment data obtained from their sites for seminar coursework requirements. At times, this may include client audio or video recordings. The student assumes full responsibility for presenting this material to the site supervisor for review before presenting it in class. Once a presentation date has been determined in your seminar class, you must schedule with your supervisor (2-4 weeks prior to the presentation) a time to review the information that will be released. This provides ample time to discuss the purposes of the materials and to initiate appropriate release(s) of information communicate their student-trainee status and the role of the school and supervisor to the client. If the site does not have an informed consent, you may use the one located in the [ISPP Teams Training Resources](#) . Students are also responsible for de- identifying all information according to HIPAA Guidelines from the case materials in order to protect confidentiality of the client(s). For additional information please see: U.S. Department of

Diagnostic and Therapy Capstone I & II

The doctoral capstone tasks are a series of five clinical and scholarly competency evaluations composed of four clinical tasks embedded in the practicum seminars and one multiple-choice exam on psychology. These evaluations take place at designated intervals in the years before becoming eligible for the pre-doctoral internship. The purpose of the Capstones is to monitor students' growth and development toward ISPP's standards of clinical competency to ensure acquisition of appropriate skills for clinical practice.

The Capstones embedded in seminar draw upon students' conceptual abilities, theoretical and scholarly knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, practicum training, professional supervision, and seminar consultation. While components of the Capstones occur within the practicum seminars, they are graded separately from the seminar course. Thus, successful completion of other required seminar work does not guarantee passage of Capstone tasks.

Diagnostic Capstone I - Diagnostic Interpretation and Case Formulation Competency:

Students satisfy this requirement by submitting a diagnostic report, recommendations and self-evaluation based on shared clinical data provided by the diagnostic seminar leaders. Students submit their case reports to the department administrator. These are then distributed, without students' names, to the diagnostic seminar leaders/s. It is not unusual for diagnostic seminar leaders to require revisions, and it may take one or more rounds of revisions to pass. Students who do not pass after the required revisions will need to repeat the Diagnostic Capstone I the following year.

Diagnostic Capstone II - Diagnostic Interview and Case Formulation Competency:

Students satisfy this requirement by submitting a diagnostic interview recording conducted with a client, a verbatim transcript, integrated assessment report, an integrated diagnostic case formulation report, and a self-critique to their Diagnostic Seminar leader during the Winter semester. It is not unusual for diagnostic seminar leaders to require revisions, and it may take one or more rounds of revisions to pass. Students who do not pass after the required revisions will need to repeat the Diagnostic Capstone II the following year.

Psychotherapy Capstone I - Case Formulation Competency:

Students satisfy this requirement by submitting a case conceptualization, treatment recommendations, and responses to ethical questions based on shared clinical data provided by the therapy seminar leaders. Students submit their case formulation to the department administrator. These are then distributed, without students' names, to the Therapy Seminar leader/s. It is not unusual

for therapy seminar leaders to require revisions, and it may take one or more rounds of revisions to pass. Students who do not pass after the required revisions will need to repeat the Psychotherapy Capstone I the following year.

Psychotherapy Capstone II - Psychotherapy and Case Analysis Competency: Students meet this requirement by submitting a psychotherapy recording conducted with a client, a verbatim transcript, an integrated case analysis report, and a self-critique to their Therapy Seminar leader during the Winter semester. It is not unusual for therapy seminar leaders to require revisions, and it may take one or more rounds of revisions to pass. Students who do not pass after the required revisions will need to repeat the Therapy Capstone II the following year.

Sites that Do Not Allow Recording

If your site does not permit recording or has concerns about using a de-identified report or the use of recordings, please inform your seminar leader early in the Fall semester and include both your site supervisor and your seminar leader in the same email asking for assistance and coordination. The Training Department also keeps a list of sites that do not allow recording thus, alert them as well. All students must have a recording and transcript for Diagnostic and Therapy Capstone II.

Alternatives may include:

- If your site does not allow you to submit a recording and transcript, you will need to identify a volunteer who can assist in demonstrating a mock clinical interview (dx) or therapy session (tx) and transcribe that recording to be submitted for Capstone II. The mock interview does not have to be a role-play related to the rest of the capstone; it can be approached as two separate parts and clients. The seminar leader must approve the volunteer as an appropriate mock interviewee.
- Students who can record and transcribe a session at the site and the supervisor will need the supervisor to confirm the recording is accurate through the transcript verification form. The student may submit a de-identified transcript to their seminar leader for their Capstone evaluation. The student will then need to identify a volunteer who can assist in demonstrating a mock clinical interview (dx) or therapy session (tx) and the recording will be submitted to the seminar leader for Capstone evaluation. The mock interview does not have to be a role-play related to the rest of the capstone; it can be approached as two separate parts and clients. The seminar leader must approve the volunteer as an appropriate mock interviewee.

Clinical Suitability and Remediation

Health Service Psychologists are expected to show competence within and across many different but interrelated profession-wide competencies. Programs that educate and train Health Service Psychologists also strive to protect the public and profession. Therefore, faculty, training directors, supervisors, and administrators associated with ISPP have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. It is important for students to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively.

Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. Therefore, certain information regarding the student's performance in the program and at the site may be discussed between the training department, the program and site supervisors.

All clinicians involved in training must address the issue of students' clinical suitability and competencies. ISPP understands that emotional and/or behavioral problems may underlie clinical unsuitability. Such problems only become an academic or training issue when they impact upon a student's ability or potential to become a competent professional. Concerns about a student's clinical suitability may be raised by the student, ISPP faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical unsuitability include but are not limited to:

- Provision of services beyond one's scope of competence
- Conviction of a crime that directly bears upon the ability to continue training
- Insufficient and/or harmful application of psychological theory or practice
- Provision of direct clinical services despite being emotionally or mentally unfit to do so
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions
- Demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
- Significant deficiencies in clinical, academic, or professional judgment
- Impaired ability to establish productive professional working relationships
- Engaging in behavior that reflects poorly on the school and the practice of professional psychology

Therefore, when issues of competency and/or clinical suitability arise ISPP's Training Directors, faculty, and site supervisors occasionally must exercise their responsibilities by preventing unfit students from entering or continuing clinical training. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review.

Site Supervisor Addressing Concerns and Developing a Remediation at Practicum Site

- At the start of practicum, the supervisor and student should review together the training agreement, practicum manual, site specific policies and procedures, required seminar assignments and training document due dates and discuss expectations for supervision.
- Ensure that weekly individual supervision is scheduled with the student (and missed supervisions are rescheduled). During the supervision meetings, in addition to discussing cases, logistics, and site-specific information, provide the student with explicit feedback on their performance and progress on meeting the competencies. Please directly discuss areas of growth and areas of strength during these meetings.
- After each individual supervision meeting, the supervisor should create a supervision note that describes what was discussed, students' response to feedback, ability to integrate feedback into their performance, and any note areas of growth and strengths.
- If the student is not able to integrate feedback into their performance consistently and/or an area of competency/clinician unsuitability is determined to be a concern or not improving the supervisor should formally discuss these concerns with the student. At this point, a formal remediation plan should be put into place by the site supervisor. The goal of a remediation plan should provide additional support to the student to improve performance and meet the minimum level of achievements for each competencies/disposition. The remediation plan should include measurable goals (behaviorally anchored), a time period for which the remediation will occur, when a review of the remediation plan progress will be held, target training activities to increase competency or performance (i.e. complete practice administration of the WISC with the supervisor before administering it to a student/client, reading research articles etc.), and consequences for not successfully completing the remediation plan (i.e. continued revised remediation plan, termination etc.). Prior to reviewing the formal remediation plan with the student, the supervisor must contact one of ISPP's Directors of Training to discuss the remediation plan and the site's concerns. Once this conversation has taken place, the formal remediation plan can be reviewed with the student. Supervisors must provide a copy of the

remediation plan to ISPP's. One of the Directors of Training will also meet with the students to discuss the concerns and determine whether or no referral to SPDC is warranted.

- If the student can successfully resolve the site remediation plan, they will be removed from the plan with the expectation they will continue to develop in the areas noted as concerns and successfully complete the remainder of their practicum with no issues. If a student is unable to successfully resolve the remediation the supervisor, student, and the Director or Associate Director of Training should meet to discuss the continued concerns to determine next steps, which may include but not limited to revision or extension to the remediation plan, a referral to SPDC, or termination from the site.

Termination from Practicum

A site may opt to terminate a student's placement if all attempts at remediation have failed. In this case, the site supervisor will be asked to provide documentation regarding the nature and progression of the concerns, the feedback provided to the student, the actions taken to intervene, and the student's response or lack thereof to the feedback/remediation. If the student is terminated from a practicum site, this is an automatic referral to SPDC for a review. Please note there are instances when remediation may not be warranted, and immediate termination is appropriate. In these cases, it is typically because the offense or action of the student is egregious and cannot be remediated. In these cases, the student will be referred to SPDC.

Student Resolving Conflict on Practicum

Practicum training sites are evaluated by ISPP's Training Department to ensure quality training and that the sites provide experiences consistent with the goals and competencies of the program. There may be times when difficulties arise on practicum between the student, site, and/or supervisor. We encourage all students to address concerns with their supervisor when the issue arises. This will allow for informal means to resolve the issue and prevent a larger issue from emerging. ISPP's Directors of Training are available to consult with students to discuss concerns and give guidance on how the student can address the issue. If informal measures between the student and supervisor are unsuccessful one of the Directors of Training will directly intervene. In situations where concerns related to safety, harassment, or significant legal or ethical concerns are present we will intervene immediately once it is brought to their attention.

When you start your practicum, please review your site's policies and procedures (including grievance policies). If you are experiencing safety, harassment, or significant legal or ethical concerns, contact one of ISPP's Training Directors immediately.

Conflict Resolution Steps

As aspiring Health Service Psychologists, it is important to understand how to resolve conflict or concerns with other professionals. Students should first try to resolve the issues themselves by reflecting on the issue(s) and generating possible solutions. Then the student should follow up with their onsite supervisors to discuss their concerns. If a student is unsure how to navigate or discuss with their supervisor, they should consult their seminar leader. If the issue has not been resolved after these steps, then the student should contact one of the Training Directors.

Steps to work through site or supervisor concerns in practicum.

1. Identify your specific concerns. Examples:
 - a. Your practicum hours are low
 - b. You're dissatisfied with your supervisor
 - c. You're dissatisfied with how your supervisor is interacting with you
 - d. You're unhappy with the activities you are asked to engage in at your site
2. Identify your specific expectations/desires/. Examples:
 - a. That you be assigned more students/clients or clinical activities
 - b. Increase the amount of supervision received or what is discussed in supervision
 - c. Set an agenda in supervision that meets your needs, such as: receiving feedback on areas of strength along with areas for growth, or covering specific topics in supervision
 - d. Begin or cease engaging in certain specific activities on site
3. Explore what you have made clear to your supervisor and what you have not yet made explicit. Examples:
 - a. Keep in mind: Without explicit feedback, supervisors typically do not know how satisfied practicum students are with their training. They are likely to take your lack of feedback to mean that you have no concerns.
 - b. Have you asserted your expectations? If so, how clearly?
 - c. Have you discussed and clarified the format of supervision meetings?
 - d. Have you asked for what you'd like in supervision? (To review certain cases in certain ways? Receive certain types of feedback?)
 - e. Have you completed and reviewed your training agreement with your supervision
4. Generate Potential Solutions. Examples:
 - a. Change the supervision time to one that works better for supervisor
 - b. Participate in more classroom consultations or site consultations
5. Talk with your Supervisor about your concerns and potential solutions. Examples:

- a. Clearly communicate with your supervisor that you would like to administer more assessments
 - b. Clearly communicate that you are not able to complete an assignment for class and need to be able to provide a reading intervention
6. Concerns about or conflict with your supervisor
- a. Consult with your seminar leader on how to appropriately address the concerns
 - b. Address your concerns directly with your supervisor before you approach other professionals on site such as their supervisor, a colleague of theirs, the site director/principal, etc.
 - c. Even if your concerns are not directly with your immediate supervisor, ensure that they are aware of them before you address them with someone else (unless circumstances will absolutely not allow this)
 - d. Be professional, polite, and clear in expressing your concerns, clarifying your expectations, and negotiating resolutions. Be ready to offer solutions, and directly ask for any feedback they may have for you for you.
 - e. Be judicious and respectful when choosing who to speak to about your conflicts and the language you choose to describe the issue, and the people involved.
 - f. Document the conversation, including:
 - i. Dates and times of the conversation
 - ii. Who was present
 - iii. The concerns discussed
 - iv. The outcome of the conversation, including agreed upon changes, next steps for the next steps for you
 - g. Follow up with your Seminar Leader
7. It is important to remember that all concerns may not be resolved after one conversation and may need to be ongoing. Monitor the changes being made or addressed. Continue to Consult with your seminar leader and reach out to one of ISPP's Directors of Training if your concerns persist after following the steps above have been exhausted and do not see any improvement after a reasonable amount of time.
8. If the issue has not been resolved or you are dissatisfied with the resolution after you have completed all the steps above:
- a. Meet with ISPP's Training Department to discuss your Concerns
 - b. Familiarize yourself with your practicum site's policies and procedures and follow the guidelines at your site for the proper channels for escalating concerns
 - c. If the concerns persist direct involvement between your site and the ISPP's Directors of Training may be warranted.

Evaluation, Forms, and Hour Tracking

Students are responsible for completing all required evaluations, forms, and hour tracking housed in Tevera by the established due dates for the academic year as listed in training calendar housed in D2L Seminar Course and in ISPP Training Resources on TEAMS.

Due within 2 Weeks of Official Practicum Start Date:
Practicum Training Agreement

Due at End of Fall Semester
Mid-Year Observation Form
Mid-Year Seminar Leader Evaluation
Mid-Year Practicum Site Supervisor Evaluation
Mid-Year Practicum SPAR
Mid-Year Hour Log Summary (514 report)

Due Last Official Day of Practicum
Final Observation Form
Final Seminar Leader Evaluation
Final Practicum Site Supervisor Evaluation
Final Practicum SPAR
Final Hour Log Summary (514 report)

Tracking Practicum Hours

It is important for students to closely and accurately document practicum hours, client demographic information, and activities while in practicum. Tracking your hours helps to ensure that you are adequately satisfying and/or exceeding ISPP's practicum requirements. You will also need to report this detailed information when you apply for an internship. Students should be tracking all this information on a weekly basis and once a month send it to your supervisor for review. Please pay attention to the number of face-to-face hours you are completing and discuss with your supervisor if you are not on track to meet your face-to-face hour requirement for your level of practicum training. For information on what counts as face-to-face intervention and assessment hours and support hours please refer to Tracking Practicum Hours in line with APPIC Definitions located in D2L Seminar Course and in (ISPP Training Resources)

Receiving Credit for Practicum

To receive credit for practicum and practicum seminar students must pass both the mid-year and final evaluation from the site supervisor and seminar leader. A student who does not pass the mid-year or final seminar or site supervisor evaluation must repeat the training year and

corresponding seminar (hours obtained during a failed practicum will not count towards training requirements for the program). A referral to SPDC will also be made.

In addition to passing evaluations, students must meet the hour requirements and required mid-year and final forms in Tevera. If the hour requirement is not met this could result in failing the practicum or you may be required to participate in a supplemental practicum to obtain the required hours. Moreover, if the Training Department does not receive all required mid-year Tevera forms within 2 weeks of the Fall semester deadline and within 2 weeks of your end date for practicum for the final Tevera forms the student will receive an “INCOMPLETE” grade for that semester. If the Training Department does not receive these forms by the end of the following semester, the “INCOMPLETE” grade will be changed to “NO CREDIT” and you will fail the practicum and practicum seminar. This means your hours will not count towards training requirements and you will need to repeat the training year and corresponding seminar. A referral to SPDC will also be made.

*Students who are removed from a training site by the Training Department due to insufficient supervision, insufficient client contact hours, or ethical concerns will be provided credit for the time accrued during the experience. The Training Department will work with the student to find a new site.

Repeating a Practicum

Reasons that a student trainee may be required to repeat a training experience include, but are not limited to:

- Dismissal from a training site after unsuccessful remediation;
- Dismissal from a training site due to a serious, irremediable infraction;
- Lack of expected training competency including professional judgment;
- Transfer from another graduate program;
- Failure of the student trainee to submit required training documentation;
- Failure of the student trainee to successfully complete all requirements of the training seminar course sequence; and/or
- Leaving a training site without permission from the Director of Clinical Training.

A student who must repeat a passed training course will be responsible for repeating the training experience including retaking the training course and paying associated course costs.

Brief Overview Internship Search Process and Internship Requirements

ISPP students must participate in the APPIC Internship Match Process to obtain an internship. Students are not allowed to obtain an internship outside of the APPIC Match Process. This process has a cost associated with it and requires a 9–10-month commitment starting with the preparation process through Match Day and (Phase I, II or Post–Match Vacancy). Students must participate in Phase I to be eligible for Phase II or Post-Match Vacancy. Once you have obtained a position through the APPIC process the match is considered binding. You will be expected to uphold the contract that is created through the match and ultimately the internship site to which you have matched. For more detailed information about the internship search process and APPIC please see the Internship Search Manual located in [ISPP Training Resources on TEAMS](#) and the APPIC website at [APPIC Website](#).

Determining Eligibility to Apply through the APPIC Internship Process

The decision to progress to the internship stage of your clinical training deserves important consideration because of the level of skill, commitment, maturity, and professionalism that is required, and it is important to reflect upon your level of clinical and academic preparedness, and professional maturity. As competition for internships remains high, your clinician training, work-related and/or leadership experiences, dissertation progress, publications/presentations, academic preparedness, and professional maturity will influence how competitive you will be in the APPIC national search process. Please note that students may not complete their internship prior to their 4th year and no later than their 7th year in the program. You are strongly encouraged to consult with your advisor about your readiness. For an overview the APPIC internship search process please see the Internship Search Manual located in [ISPP Training Resources on TEAMS](#)

Students must meet eligibility requirements throughout the entire application, interview, and match process. ISPP's Clinical Psy.D. program, with the approval of the Faculty, Program Director, and Director of Clinical Training, provides final approval to apply, rank, and match with an internship site. Any student who does not meet one or more of the listed eligibility requirements below will not be approved to apply for internship. If a student receives formal approval from the Program Faculty in the Fall but becomes ineligible prior to ranking and match they must petition the program's Director of Clinical Training to remain in the process. The Petition will be reviewed with the faculty to determine eligibility to continue in the process.

To be eligible for APPIC Internship Match Process, you must meet the following criteria below.

Eligibility Requirements for Students completing the program in 5+ Years:

- Be in good academic standing (cannot be on an active SPDC remediation or probation at the time of submitting applications, ranking, or match day)
- Be in good standing at practicum site (cannot be on an active remediation or probation plan at the time of submitting applications, ranking, or match day)
- Maintain a GPA > 3.0
- Successfully pass the Diagnostic and Therapy Capstones I & II by no later than June 30th of year applying for internship
- Complete all overdue Tevera paperwork by September 1st of year applying for internship
- Dissertation proposal must be approved by your committee prior to submitting to IRB
- Dissertation IRB application must be submitted to NLU's IRB by no later June 1st of the year applying for internship
- Successfully pass Science Capstone by no later than September 13th of the year applying for internship
- By October 1st, of the year applying for internship, you must, have 100 face-to-face Assessment hours and 400 Face-to-Face Intervention Hours that were obtain at program sanctioned doctoral level practicum trainings (please see Appendix I at the end of this document for more information about qualifies as Face-to-Face Intervention and Assessment hours)
- Attend all required ISPP internship search meetings/workshops and meet all required deadlines as outlined in the Internship Preparation Timeline document
- Obtain Faculty approval to submit applications, obtain NMS Match Code, and Rank*
- International students must meet with a staff member in the Office of International Student & Scholar Services (ISSS) to discuss immigration matters and the paperwork needed to pursue an internship in the United States prior to applications being submitted (late Oct./early Nov.)

Eligibility Requirements for Students who have obtained program approval to complete the program in 4 years:

- Obtain written approval from the Program Director to complete the program in 4 years by June 30th of the year applying for internship
- Be in good academic standing (cannot be on an active SPDC remediation or probation at the time of submitting applications, ranking, or match day)

- Be in good standing at practicum site (cannot be on an active remediation or probation plan at the time of submitting applications, ranking, or match day)
- Maintain a GPA > 3.75
- Successfully pass the Diagnostic I & II Capstone by no later than June 30th of year applying for internship
- Be enrolled in Therapy Practicum and Therapy Practicum Seminar the year applying for internship
- Successfully pass the Therapy Capstone I prior APPIC Rank Order Date of the year applying for internship (rank day falls within the first week in Feb.)
- Successfully pass the Therapy II Capstone by no later than June 30th of year starting internship
- Complete all overdue Tevera paperwork by September 1st of the year applying for internship
- Dissertation proposal must be approved by your committee prior to submitting to IRB
- Dissertation IRB applications must be submitted to NLU's IRB by no later June 1st of the year applying for internship
- Successfully pass Science Capstone by no later than September 13th of the year applying for internship
- By October 1st of the year applying for internship students must, have 100 face-to-face Assessment hours and 150 Face-to-Face Intervention Hours obtained at program sanctioned doctoral level practicum trainings plus a minimum of 250 face-to-face intervention hours obtained at a master's level practicum or internship (please see Appendix I at the end of this document for more information about qualifies as Face to Face Intervention and Assessment hours)
 - For students approved to complete the program in 4 years that did not complete a master's level practicum or internship they will need to meet the 400 intervention and 100 assessment face to face through their program sanctioned doctoral level practicum trainings to meet this eligibility requirement
- Attend all required ISPP internship search meetings/workshops and meet all required deadlines as outlined in the Internship Preparation Timeline document
- Obtain Faculty approval to submit applications, obtain NMS Match Code, and Rank*
- International students must meet with a staff member in the Office of International Student & Scholar Services (ISSS) to discuss immigration matters and the paperwork needed to pursue an internship in the United States prior to applications being submitted (late Oct./early Nov.)

**Faculty Approval: ISPP Faculty will meet prior to Oct. 1st during the application cycle to conduct a student review to determine readiness for Internship prior to doctoral students submitting applications and obtaining an NMS number. Faculty will review the student's eligibility, academic progress, dissertation progress (including status of IRB application), professionalism, and overall readiness to apply. There will be additional review prior to ranking in late Jan. to approve your eligibility to rank and match. The Director of Training, acting with the Faculty and Program Director, retains the authority to prohibit a student from applying for internship if they no longer meet the eligibility requirements or concerns about academic or professional readiness arise. Please note that students may not obtain their NMS match code prior to receiving explicit written permission from the department that they have been approved by the faculty to apply and to obtain the NMS match code. Students who obtain the NMS match code without written permission or prior to written permission will be removed from the search process and will be referred to SPDC.*

Release to Attend Internship

Students must satisfactorily complete all required academic and practicum training requirements while remaining in good academic and financial standing with ISPP. As such, students must satisfy the following below.

Academic Requirements

- o Successfully complete 98 semester hours with an overall GPA greater than 3.0 for student entered prior to Fall of 2023
- o Successfully complete 112 semester hours with an overall GPA greater than 3.0 for students who entered in the Fall of 2023 or later
- o Resolve all grades of Incomplete
- o Remain in good standing with ISPP (no pending referrals to SPDC, active SPDC involvement, failed remediation, or placed on probation)
- o All programmatic requirements apart from dissertation and internship needs to be completed by no later than June 30th of the year you will start internship including Science Capstone, and all four Clinical Capstones

Training Requirements

- o Successfully pass all practicum training experiences and seminar courses (Diagnostic, Therapy, Advanced)
- o Submit all practicum-related forms by the last day of your practicum
- o Resolve all outstanding practicum related forms by June 30th of year you will start internship

Financial Obligations

- o Pay student account in full

The Director of Clinical Training reserves the right to restrict a student starting internship if they do not meet criteria to attend internship, is placed on probation, and/or is demonstrated clinical unsuitability or professionalism concerns.

Internship Requirements

Students must complete an internship that is a minimum of 2000 hours. A full-time internship cannot be completed in less than 52 weeks and a part-time internship in less than 24 months. However, for successful completion of internship, the intern must meet all requirements of the internship site as described in their internship offer letter and the site's internship training manual. The internship site will determine if you have met competencies and completed all of the requirements for internship. Students must also complete all mid-year and final Tevera forms and ISPP's Director of Training must receive confirmation from your site that you have successfully completed your internship experience by sending a final evaluation and certificate of completion after the year and hours are completed. Interns must also complete an hour log for the year and a SPARS of the site by the end of their internship experience to receive credit for internship.

For more information about internship requirements please see the Internship Manual in the following link. [ISPP Training Resources on TEAMS](#).